The Wants of Seven Children

Esther Van Cleave Berne

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AN INVESTIGATION OF THE WANTS OF SEVEN CHILDREN

by

ESTHER VAN CLEAVE BERNE, Ph.D.

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FOREWORD

Dr. Berne's study involves a refinement of the direct behavioristic approach, her aim being to probe beneath the surface of the child's overt responses. Whether the overt behavior or the underlying want or pattern of wants is the prime consideration depends upon the point of view. Certainly for the understanding of personality the latter is essential, the former carrying only practical significance with respect to the environment to be provided for the child. It is clear that the relationship between explicit behavior and internal drive is not to be simply deduced from casual observations.

Obviously an analysis of this type requires much insight and patience, particularly in the formative period of the plan. On the basis of over 500 hours of observation Dr. Berne has built up a classification which appears significant and feasible—one which should prove a helpful tool to other research workers.

In view of the immense variety of child activity, it is not too much to say that the hope for a more complete understanding of child behavior rests in part upon the perfection of such schemes as this.

GEORGE D. STODDARD

Office of the Director
Iowa Child Welfare Research Station
State University of Iowa
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CHAPTER I

STUDIES OF MOTIVATING FORCES IN HUMAN BEHAVIOR

In accepting Spinoza's ideal "It is the part of a wise man not to bewail nor ridicule but to understand," a large number of investigators have described child behavior as it is naïvely seen, while a few have sought, in spite of its complexity, to discover in such behavior its fundamental motivating forces. Jones' discussion of studies of personality and social adjustment in early childhood has revealed the need for continued investigation of the fundamental human motives. Jones has said: "Perhaps one of the reasons that our personality measurements show, statistically, so marked a degree of specificity, is because compensations tend to act in diversely specific ways, and because our tests and ratings deal with behavior as it is naïvely *seen*, rather than as it is motivated. It is possible that the latent content of behavior is more unified than is at first revealed in the statistics of its manifest patterns."[1]

Thomas is among those who have attempted to discover the basic forces in the development of personality. Largely through study of documents revealing the social attitudes and values of adults, Thomas (7, 8, 9) has found that there are certain satisfactions, objects of desire, values, which men always and everywhere want and seek to secure. These satisfactions, fields of values are of four general types: new experience, response, recognition, and security. Thom (5, 6), likewise, has found fundamental strivings in adults and children. He has said that to understand the conduct of adults and children, it must be interpreted in terms of the individual's total experience, training and education and that during the earlier years of life the child's reactions to his environment approach more closely the instinctive level than at any other time. "The primary objective is the preservation of his physical body and the development of his own personality, and these activities are manifested

[1] Jones, Harold E.: Studies of Personality and Social Adjustments in Early Childhood. (Mimeographed report of paper read at the Toronto meeting on child development, May, 1929.) Pp. 14. (p. 8)

by strivings in certain definite directions. Dr. McCurdy [(4)] expresses these strivings as follows:

"1. Bodily pleasure, such as desire for food, drink and creature comforts, and bodily sensations of a pleasant nature.
2. Intellectual curiosity; desire for new experience.
3. A lust for power and for exhibiting it.
4. A lust for recognition.
5. Desire for security."

In addition, other mental characteristics, plasticity, a tendency to imitate and to accept suggestion, and love of approbation, are important factors in the young child's behavior.

In directing parents in the guidance of their children, Blanton and Blanton (1) have found it important to reveal some order in the chaos of child behavior. They have attempted through the use of a trait chart to picture the "fundamental drives" of the child rather than "the symptomatic and incidental behavior." Their chart includes "traits" of self-confidence, aggressiveness, suggestibility, demonstrativeness, gregariousness, and social adequacy; mood-type, mood-stability, emotional response type, emotional-stability, and attention-type; and attitudes toward truth and property.

Blatz and Bott (2) have advanced a conceptual scheme for analyzing behavior. They have said that the scheme "regards adjustment psychologically in terms of motives involving the interplay of individual and environment. In summary its main categories and their subdivisions are:

"I. The Appetites	II. The Emotions	III. The Attitudes
Hunger	Anger	Approach
Thirst	Fear	Withdrawal
Sleep		
Elimination		
Change		
Sex		

The Self-tendencies
Self-assertion (mastery)
Self-negation (dependence)"[2]

[2] Blatz, William E., and Bott, Helen: Parents and the Pre-school Child. New York: Morrow, 1929. Pp. xii, 340. (p. 301)

CHAPTER II

THE AIM AND METHOD OF THE INVESTIGATION

The present investigation was undertaken for the purpose of developing and applying a method for studying the motivating forces, or wants, in the behavior of a number of preschool children. Diary records of the overt behavior of seven children and parents' reports on the behavior of the children in their homes were the data obtained for a study of the children's wants. The question to be answered was: "What wants, implicitly or explicitly recognized by the children, or unrecognized, were the children seeking to satisfy?"

At the beginning of the six weeks summer session of the Preschool Home Laboratory of the Iowa Child Welfare Research Station at the State University of Iowa at Iowa City in 1926, three boys and three girls ranging in age from two years to four years six months, were chosen as subjects and were observed. An illness of one of the boys made necessary the substitution of another boy for observation during the last three weeks of the summer session. The overt behavior of the six children was observed simultaneously, yet in rotation, and was recorded on six notebooks arranged on a large cardboard which the writer held on her left arm. Although not every bit of each child's behavior was recorded, a large sampling was obtained. Observations covering 540 hours and 22 minutes of behavior were made during free play, organized play, lunch and sleep periods.

Due to absences, the length of the observation for each child was slightly different from that of every other child. The numbers of times each item of behavior appeared were for this reason not representative of the behavior of the seven children over equal periods of time. Since inspection of the diary records indicated that the children tended to behave similarly through the six-weeks period of observation, and since the averages of social behavior ratings[3] made by three attendants in the preschool at the end of

[3] Berne, Esther Van Cleave: An Experimental Investigation of Social Behavior Patterns in Young Children. Unpublished Ph.D. thesis, University of Iowa, Iowa Child Welfare Research Station, Iowa City, 1928. Pp. 145. (p. 26-33)

TABLE 1

Wants Manifested in Social and Non-Social Behavior of Seven Children

Want	Pattern Manifesting Want	Child						
		Mary	James	Chester	Elizabeth	Jack	Patsy	Tommy
Non-Social								
Primary								
		Number of Hours in 97.7 Hours of Observation						
Eating		12	8	10	12	8	7	10
Drinking								
Sleeping		0	2	10	2	6	3	0
Excreting								
Secondary								
		Number of Items in 97.7 Hours of Observation						
Movement	Locomotion	492.0	325.2	289.0	528.0	170.0	80.3	330.0
	Changing of position	512.0	301.2	197.0	493.9	280.0	246.4	170.0
	Progressive movement of things	249.0	103.2	275.0	163.9	82.5	47.3	276.0
	Manipulation	406.0	586.8	203.0	277.3	167.5	72.6	294.0
Total		1,659.0	1,316.4	964.0	1,463.1	700.0	446.6	1,070.0
Taction	Intermittent touching	135.0	64.8	45.0	58.3	42.5	30.8	32.0
	Holding	23.0	14.4	22.0	23.1	10.0	2.2	8.0
Total		158.0	79.2	67.0	81.4	52.5	33.0	40.0
Vocalization	Vocalization	260.0	292.8	109.0	88.0	15.0	18.7	26.0
Observation	Observation	75.0	97.2	66.0	63.8	52.5	35.2	44.0
Quiescence	Quiescence	52.0	18.0	52.0	39.6	60.0	47.3	40.0
Total Non-Social		2,204.0	1,803.6	1,258.0	1,735.9	880.0	580.8	1,220.0

Social								
Semisociative								
		Number of Items in 97.7 Hours of Observation						
Aloof observation (Watching and listening to other persons and maintaining separation from them)	Aloof watching and listening to other persons	882.0	904.8	863.0	1,060.4	742.5	623.6	500.0
	Unsociability	23.0	2.4	6.0		5.0	1.1	
	Refusing to work and play with other persons	8.0	15.6	11.0	18.7	7.5	14.3	8.0
	Unaffection	3.0	2.4		4.4	2.5	1.1	
Total Semisociative		916.0	925.2	880.0	1,083.5	757.5	640.1	508.0
Consociative								
		Number of Items in 97.7 Hours of Observation						
Coöperation (Being and acting with other persons)	Sociability	449.0	132.0	749.0	30.8	427.0	853.6	764.0
	Seeking attention or approval	5.0	1.2	12.0	1.1	7.7	2.5	4.0
	Mutual working and playing	55.0	92.4	193.0	45.1	167.0	417.8	424.0
	Pseudo-rivalry	2.0		7.0	1.1	5.0		20.0
	Unkindness	51.0	7.2	30.0	6.6	12.5	8.8	6.0
	Disrespect for property rights of other persons	50.0						8.0
	Disobedience	1.0	2.4					
	Independence	1.0			3.6			
	Leading	4.0	4.8	26.0		5.0	98.8	40.0
	Dependence	117.0	100.8	82.0	75.6	50.0	25.3	26.0
	Imitation	66.0	62.0	192.0	5.5	45.0	86.9	36.0
	Kindness	78.0	42.0	70.0		37.5	92.4	132.0
	Sympathy	1.0		1.0		2.5	15.4	2.0
	Politeness	1.0		1.0			1.1	2.0
	Affection	98.0	21.6	21.0	14.3	5.0	27.5	28.0
	Jealousy	2.0		1.0				
Total		981.0	466.4	1,385.0	183.7	764.2	1,630.1	1,492.0

Table 1 (Continued)
Wants Manifested in Social and Non-Social Behavior of Seven Children

Want	Pattern Manifesting Want	Child						
		Mary	James	Chester	Elizabeth	Jack	Patsy	Tom
Social								
Consociative								
		Number of Items in 97.7 Hours of Observation						
Self-conformance (Own following of group and personal rules and submitting to the purposes of other persons)	Respect for property rights of other persons	16.0	3.3	14.0	1.1	7.5	13.2	24.0
	Obedience	315.0	274.8	328.0	145.2	182.5	235.4	264.0
	Independence	17.0		6.0	9.6			2.0
	Dependence							
	Non-protection of self	11.0	9.6	7.0	14.3	5.0	4.4	8.0
	Non-protection of property rights	19.0	22.8	3.0			4.4	6.0
	Politeness							
	Protection of self							
	Protection of property rights							
Total		378.0	310.5	358.0	170.2	195.0	257.4	304.0
Others-conformance (Other persons' following group and personal rules and submitting to the purposes of other persons)	Criticism						5.5	16.0
	Participation			21.0			110.0	106.0
Total				21.0			115.5	122.0
Total Consociative		1,359.0	776.9	1,764.0	353.9	959.2	2,003.0	1,918.0

Social

Dissociative

		Number of Items in 97.7 Hours of Observation						
Self-determination (Maintaining own purposes in opposition to purposes of other persons)	Disrespect for property rights of other persons	82.0	28.8	100.0	1.1	7.5	25.3	18.0
	Disobedience	203.0	228.0	162.0	145.2	15.0	61.6	106.0
	Protection of self	80.0	16.8	54.0	5.5	22.5	24.2	18.0
	Protection of property rights	88.0	85.2	69.0			37.4	54.0
	Unkindness	20.0	7.2	19.0		2.5	3.3	6.0
Total		473.0	366.0	404.0	151.8	47.5	151.8	202.0
Self-superiority (Raising self above the others)	Rivalry	1.0			1.1	5.0	40.7	20.0
	Leading						2.2	
	Independence	1.0		1.0		2.5	1.1	
Total		2.0		1.0	1.1	7.5	44.0	20.0
Total Dissociative		475.0	366.0	405.0	152.9	55.0	195.8	222.0
Total Social		2,750.0	2,068.1	3,049.0	1,590.3	1,771.7	2,838.9	2,648.0
Total Social and Non-Social		4,954.0	3,871.7	4,307.0	3,326.2	2,651.7	3,419.7	3,868.0

the first two weeks were very close to the averages of the ratings four weeks later, it was assumed that the children would have behaved under additional observation as they had behaved while they were under observation. The length of time of observation for a boy, Chester, 5,862 minutes (the longest period), was taken as a base and the number of items in the patterns of the other children were increased proportionally.

The percentages used in finding the corrected number of items, the chronological ages, the mental ages, and the intelligence quotients on the Stanford-Binet scale are shown below:

Children[4]	Age, Chronological, Months	Age, Mental, Months	Intelligence Quotient	Per Cent
Mary Jane Jackson	25	31	125	100
James Allen	27			100
Chester Warwick	34	34	100	110
Elizabeth Miller	35			110
Jack Jones	54	59	109	120
Patsy White	54	57	106	200
Tommy Andrews	57	66	116	250

The children varied in chronological age from twenty-five to fifty-seven months and in mental age, from thirty-one to sixty-six months. Two of the children, James and Elizabeth, refused to coöperate in their intelligence tests.

Definition of Social and Non-Social Wants

The observed behavior, considered from the viewpoint of the relation of the seven children to their environment, fell into two fairly distinct categories. Certain behavior seemed to be largely direct reaction to the behavior or presence of other persons and to rules of behavior built up in the presence of and involving other persons. This behavior was designated as social. All other behavior was called non-social. The behavior of the children was classified under these two categories. Within the categories, the separate items of behavior were arranged, in groups of similars, and these groups, or patterns, were given names characterizing the behavior falling under them. The items of behavior under each pattern were then studied in order to answer the question: "What want, recognized or unrecognized, were the children seeking to

[4] Fictitious names are used in indicating the children throughout this monograph.

satisfy?'' The writer, relying not only on her knowledge of adult psychology and sociology but also on about one thousand hours of observation of preschool children other than the subjects of the present investigation, recorded for each behavior pattern the want or wants which in her opinion were being satisfied. The wants that seemed to be satisfied by non-social behavior were called non-social wants; and the wants, satisfied by social behavior, social wants. (Table 1).

CHAPTER III

AN ANALYSIS OF THE WANTS IN THE NON-SOCIAL BEHAVIOR OF SEVEN CHILDREN

Non-social behavior seemed to be satisfying wants for eating, drinking, sleeping, excreting, movement, vocalization, observation, taction, and quiescence. Since the wants for eating, drinking, sleeping, and excreting were essential to the maintenance of children, as organisms, they were designated as primary non-social wants. The other non-social wants, less necessary for the physical maintenance of the children, yet essential to physical and mental development, were called secondary non-social wants.

Patterns of Behavior Evidencing Primary Non-Social Wants

The behavior patterns of eating, drinking, sleeping, and excreting satisfied respectively the primary organic wants for eating, drinking, sleeping, and excreting.

Patterns of Behavior Evidencing Secondary Non-Social Wants

The secondary non-social want for movement, that is, for the moving of self and other objects, was evidenced in the patterns of locomotion, changing of the position of self, progressive movement of objects, and manipulation of objects. The pattern of behavior, locomotion, was defined as progressive movement of self and included sliding on the feet, hands, or other parts of the body; walking and running on level ground, or sidewalks, or up and down the incline and slide; crawling; hopping; skipping; stradding; climbing; and riding on kiddy kars, tricycles, wagons, carts, and wheelbarrows.

Changing of the position of the body or parts of the body, involving the whole body, were: wiggling, turning, whirling, swinging, rocking, rolling, jumping, falling, getting on and off objects, hanging from objects; changes involving the arms primarily: moving hands and arms, tossing arms, waving hands, reaching, pointing, beating time with the hands, and snapping the thumb; changes involving the legs: kicking, swinging the legs, tapping the feet on the floor; changes involving the tongue: sticking out the tongue; and involving the eyes: shutting and opening the eyes. Shoving, pushing, rolling, throwing, carrying, hauling, pulling, wheeling,

dragging, bouncing, lifting, kicking, running, and putting away objects were items of progressive movement of objects.

The behavior pattern of manipulation, the working or operating of objects with the hands or mechanical means, included many bits of behavior: arranging, straightening, picking up, putting away, filling, emptying, scattering, unfastening, tearing, lifting, upsetting, setting up, spilling, pouring, turning, rocking, dumping, dropping, bouncing, shutting, cleaning up, shoveling, shaking, sweeping, slapping, whirling, bumping, flapping, swinging, pushing at, pulling objects, putting objects into and on other objects; ruffling up, counting, drawing, coloring, marking, folding, unfolding, cutting, snipping with scissors, lacing and unlacing, wrapping up, erasing, tying, fixing, catching, and sawing objects; putting puzzles together; pounding nails; winding a Victrola; ringing bells; picking grapes; stringing beads; dressing and undressing self and dolls; wiping nose and mouth; covering self and dolls; and combing hair.

The secondary non-social want for taction was evidenced in two behavior patterns: intermittent touching of objects and holding objects. In the pattern of intermittent touching the items of behavior were: wiping a fork on clothing; rubbing face with hands, spoons, and crayons; putting hands in water and on a plate; sticking finger into a keyhole; spanking body or parts of body; kissing hands; scratching body and floor; fingering, smoothing, touching, patting, sucking, chewing, biting, licking, scraping things; combing hair with a stick and with the fingers; and running beads through the hands. The pattern of holding was made up of the items of holding objects of various kinds.

Talking, yelling, screaming, clucking, jabbering, squawking, squealing, humming, whispering, grunting, "reading," "counting," weeping, and laughing, grouped under the pattern of vocalization, seemed to be satisfying the want for vocalization. The items of weeping and laughing were included in this pattern only when they were not observed in connection with such other behavior as seemed to indicate an unusual amount of dissatisfaction or satisfaction with the accompanying behavior of the child.

The want for observation seemed to be satisfied by behavior falling under the pattern of observation, the looking at and apparent listening to, things. Quiet lying, quiet sitting, quiet standing, and quiet leaning were the items included under the pattern of quiescence.

CHAPTER IV

AN ANALYSIS OF THE WANTS IN THE SOCIAL BEHAVIOR OF SEVEN CHILDREN

Since the terminology used in the classification of social behavior under patterns is not standardized, a definition of the patterns and descriptive accounts of the items of behavior included within the patterns are given for social wants.

It was often difficult to classify some wants as social or non-social. The behavior which seemed to be satisfying primary and secondary non-social wants was often similar to behavior which seemed to be satisfying social wants. Sometimes it was very difficult to determine whether a specific item of behavior should be considered to be satisfying a non-social or a social want. For example, it may be asked: "What want is being satisfied when the child eats his dinner in the preschool dining room? Is the child hungry? (primary non-social want). Is his satisfaction found in touching the food in his mouth or does he enjoy manipulating the silver and food? (secondary non-social wants). Or does the child eat because he enjoys eating with others?" (social want). It seems probable that not one, but rather, several wants may be satisfied by the child's eating.

The children's social behavior, especially, included many items of non-social behavior and often seemed to satisfy the wants for locomotion, vocalization, and observation of things. Since in social behavior, greatest satisfaction appeared to arise from the relationships between the children and others, rather than from the non-social behavior as such, the non-social items accompanying the social items were not tabulated except for the patterns of obedience, disobedience, and aloof observation. All other questionable items of behavior were classified under the wants which, from the writer's knowledge of the total behavior of the seven children, seemed to be the stronger activating forces in their behavior.

Semisociative, Consociative, and Dissociative Social Wants Satisfied by Social Behavior

When the social behavior of the children had been studied from

the point of view of discovering what wants were being satisfied by that behavior, it was found that there were six social wants: wants (1) for aloof observation of other persons, (2) coöperation with other persons, (3) self-conformance, (4) others' conformance, (5) self-determination, and (6) self-superiority.

Classified on the basis of the appearance in the children of an attitude of unity with other persons, these wants were of three types: semisociative, consociative, and dissociative wants. The one semisociative want, the want for aloof observation of other persons, seemed to be satisfied in the behavior patterns of watching and listening to others while maintaining separation from them in their activities, in unsociability, in uncoöperation, and in unaffection. The behavior classified under these patterns was characterized by an attitude of unity with the group mingled with an attitude of separation from the group. The children wanted to see and hear others but they did not want to join them in their activities. The consociative wants were the wants for coöperation, self-conformance, and others-conformance. The children's behavior seemed to be characterized by an attitude of unity with others, a "withness" in their social relationships. The dissociative type of wants were the wants for self-determination and self-superiority. The children's behavior separated them from other persons and yet caused them to remain in an active relationship with the others.

Semisociative Social Want for Aloof Observation of Persons

The behavior of the seven children included in the patterns of aloof watching and listening to other persons, unsociability, refusing to work and play with other persons, and unaffection seemed to be satisfying a want for aloof observation.

Definition and Description of the Pattern of Aloof Watching and Listening to Other Persons

In the pattern of aloof watching and listening to other persons, the children watched and listened to others and at the same time kept themselves from activity with others. Observation of other persons accompanied other behavior patterns. Since the children often appeared to observe others, so that they might play with, love, lead, or obey them, observation was not recorded except in cases in which the children were not entering the activities of others but were aloofly and passively watching other persons. Aloof

watching and listening to others was seen in the following items of behavior:

Mary Jane
Watches Mary tie her shoe.
Watches some boys stringing beads
James
Some girls go to the fence to pick grapes. James watches them.
Chester
Watches Lynn cry.
Gets into a big box, and watches the children playing near.
Elizabeth
Watches the children look at the fish in the aquarium.
Sits, watching the children.
(Elizabeth showed this item of behavior very often)
Jack
Sits on a stone, watching the children. Climbs on a big box where Patsy is jumping up and down, watches her.
Tommy
Stands, watching the children.

Definition and Description of the Pattern of Unsociability

The pattern of unsociability, defined as refusing to mingle and talk with other persons, included behavior similar to the following:

James
Fusses. The writer says, "What is the matter?" James does not answer.
Elizabeth
A teacher says, "Now what are we going to do?" Elizabeth refuses to answer.
A teacher asks for Elizabeth's spoon. Elizabeth does not answer.

Definition and Description of the Pattern of Refusing to Work and Play with Other Persons

Some behavior included in the pattern of refusing to work and play with other persons was:

Mary Jane
Refuses to do hand play with other children in story circle.
James
Jack wants James to build with him. James says, "No!"
Chester
A teacher asks Chester to work with her in the bathroom. Chester refuses.
Elizabeth
Fusses when two children are asked to march with her.
Refuses to push Chester in a wagon.

Patsy
Jack asks her to play with him. She refuses.
Tommy
Refuses to play ball when a child asks him.

Definition and Description of the Pattern of Unaffection

Unaffection, refusing to receive affection, characterized some behavior of the children:

Mary Jane
Margery tries to hug her. She runs away.
James
Objects to Barbara's (his sister) hugging and carrying him.
Patsy
Jack tries to hug her. She slaps him.

Consociative Social Want for Co-operation Evidenced in Behavior

All of the behavior falling under the patterns of sociability, pseudo-rivalry, seeking attention and approval, mutual working and playing with other persons, dependence, imitation, kindness, sympathy, affection, and jealousy, and some of the behavior classified as unkindness, disrespect for the property rights of other persons, disobedience, independence, leading, and politeness seemed to be satisfying a want for coöperation, that is, for being and acting with other persons.

Definition and Description of the Pattern of Sociability

The pattern of sociability was defined as mingling and talking with other persons. It was made up of the items of following, going near, jabbering to, conversing with, and yelling, smiling and laughing at other persons. In the conversing included under this pattern, the children often talked about what was being done or made and had been done or made by themselves or others, and about their preschool environment. They appeared to be giving expression to their thoughts for the satisfaction of a give-and-take relationship with their audience. The following are examples of the items which fall under the pattern for sociability:

Mary Jane
Gets Raggedy Andy and shows it to a teacher, saying, "Dowdy, dowdy." (Conversing)
A little boy, Bud, is visiting the preschool. "Bye-bye." "Bye-bye." "Shoe. Shoe." Touches his shoe. "Bye." "Good-

bye." "Shoe." "Bye, bye, bye." "Ma (my) Bud." (Conversing)

After nap, while she is being dressed, "Pannies." (Panties) "Pin. Pin."—"It's a pin, ha'-pin." (Hairpin) "Wha' (where) Ma Ja (Mary Jane) sock?" "Where my sock?" "All gone sock."—"Da-da sock. Pretty. Pretty je (dress)." (Conversing)

James

Goes with car in hand to children. (Going near)

Jabbers and laughs as plays near a teacher. (Jabbering and being near)

Playing with hobbyhorse, says to his mother, "Mamma, horsie." (Conversing)

Sits near Barbara, his sister, and Patsy. (Being near)

Chester

Talks to a teacher about the metronome. (Conversing)

Comes into playroom bringing a book and a pencil, and talking.—Asks an experimenter if she has a picture. (Conversing)

To an observer, before dinner, "We're going to have breakfast." "We have soup, haven't we?" To one of the teachers, "Are you going in (to dinner) with us?" Follows the teacher into the hall, and then back into the playroom. (Conversing and following)

(Outdoors, at play) "I'm going to get a bicycle" (tricycle).—"Here comes automobile. Here comes automobile. Here comes automobile. Here comes automobile. Here comes automobile." (Conversing)

(At the table, coloring) "What you making for?"—"I'm going to make a kitty." (Conversing)

Laughs and talks to Tommy. (Conversing)

Elizabeth

Goes near a teacher at the table. (Going near)

Follows Jack down incline. (Following)

Tries to sit on the edge of a box near a teacher. (Goes near)

"I bumped my head." "I'll do it again." Talks and laughs. (Conversing)

"I want to slide." (Conversing)

Jack

The children are dressing after nap. "Is he (a little boy) going to sleep some more?" Talks to Barbara. "This shoe is a funny thing." (Conversing)

(A small group of children are playing in the gravel.) "Here we are, all by ourselves."—"Here's a whole lot of things." (gravel) (Conversing)

The children are looking down the street where a fire truck has passed by. "S'pose that fire engine will come back this way?" Talks to Barbara and Chester about the fire. "There's the

bells." "There it is." "Did you see the fire engine go by that last time?" (Conversing)

(Upstairs for nap.) "What are all these covers here for?" "Why don't you take it off my bed?" "Why isn't that 'nother boy here?" (Conversing)

Goes to some of the boys and talks. (Going near and conversing)

Patsy

The children are making pictures at a table. "Now, we'll make another kind of picture." "That's the way to make a real picture."—Calls Mary. "Hey, come here. We got some pictures." (Conversing)

At dinner. "I shot firecrackers. Last night, I had a big stick and, my, it looked nice." "My daddy shot firecrackers for me." (Conversing)

Smiles and goes to a teacher. "There's a baby doll." The teacher asks for the doll's name. "I don't know; I just got it." (Conversing)

To Jack: "Don't you want to sit by me?" (Being near)

Tommy

Talks to Jack.—"Hello, Towel. Hello, Towel. Hello, Blah." Repeats this many times as goes to Jack carrying a broom. "Hello, Blah-blah." (Conversing)

Goes to John. Says, "John." Talks to him about a jail. Laughs. —To one of the teachers, "Miss ——, I saw a covered wagon." (Conversing)

(The children are making paper lanterns) Nods when Barbara talks to him. "I'm making a different kind of a lantern." "I didn't get very much (paste) on mine."—"Look, he made a bigger one."—"One time, I was after a shark down in the river." Giggles. (Conversing)

To a teacher who is telling the children the story of Little Black Sambo: "I eat that many" (pancakes), showing one hand. "Last night my mother made pancakes and I ate five."

Definition and Description of the Pattern of Seeking Attention and Approval

Seeking attention and approval, a pattern defined as seeking to have other persons attend to or approve an activity, included calling attention to self or possessions and asking for approval of possessions or behavior. The children appeared to want others to share with them visually or vocally in their activities and their possessions. The pattern of seeking attention and approval was shown in the following behavior items:

Mary Jane

At dinner, says to one of the teachers as she shows her a fork, "Ma' Ja' fork."

Outdoors, standing on a stump, "Miss H—, Miss H—, Miss H—."
"Miss H—, Miss H—, Miss H—."

Chester

To a teacher, "I want to show you something. This is going to be a gate."

Elizabeth

On arriving in the morning, goes to a teacher and calls attention to her new shoes.

Patsy

As Jane comes in, says, "See my little flag."

(The children are playing "bear.") "Look at this bear. Look at. Look at."

(The children are falling in the gravel.) "Look at me, Dorothy. Look at me, Mary."

Tommy

Tells John to watch him, as he stands on the slide.

The children have made paper lanterns. "Oh, look at my lantern. Isn't that pretty, Elizabeth?"

Definition and Description of the Pattern of Mutual Working and Playing Together

The pattern of mutual working and playing together was defined as mutual giving and taking in work and play. It included the sharing of work and play activity in which responsibility for behavior seemed to be divided. If the children were directed by other persons in their work or play, their behavior was recorded as "dependence" while if the children directed others, their behavior was recorded as "leading." The following items of behavior were tabulated as mutual working and playing together:

Mary Jane

With May, pulls Jack in wagon.

Laughs as Chester rocks her.

"Come, Tommy." He takes her hand and they leave together.

Gets into wagon and May pulls her.—Gets out to help May pull wagon up on the walk.—Gets into wagon and May pulls her.—Pulls May. May gets out and helps Mary Jane pull wagon up on the walk. Mary Jane pulls May in wagon.

James

Rocks "Baby" with children in story circle.

Has Tommy ride back of him on kiddy kar.

Chester

"For sale. For sale."—Calls with John as they offer balls to the children.—Pulls John in the wagon.—Builds blocks with John.

Rides a kiddy kar with John.

Elizabeth

Marches with the children.

Lets Barbara build with her.
Crawls around with Margery.
Helps Tommy build with blocks.

Jack

Lets Mary push him across floor on a kiddy kar.—Helps Patsy as she builds with blocks.—Builds with Jimmy. Pulls Chester in a wagon.
At a table with Billy, puts puzzle together.

Patsy

Throws ball with a teacher and some children.
Hauls May in a wagon.—Hauls May and Bob.
Plays "barber-shop" with the children. Fans a boy's hair with a paper. Brushes his hair.

Tommy

Colors with Patsy.
Plays tag with one of the teachers and John.
Goes up and down the incline many times with the children.

Definition and Description of the Pattern of Pseudo-Rivalry

Pseudo-rivalry was defined as talking about striving to equal or excel other persons. When the children talked about excelling others but did not try to "beat them," they seemed to be wanting "to act with others" in a mutual game. The children in whom the teachers had especially attempted to build up a true rivalry in finishing dinner showed pseudo-rivalry. The following are samples of pseudo-rivalry:

Chester

At dinner, Chester is leaving to go to the toilet. "I'm going to beat everybody." "Yes, I am, young man. I'm going to beat everybody, young man." He repeats this three times. He comes back, laughs, talks, and will not eat.

Jack

At dinner, Jack says that he thinks he is going to beat one of the teachers. "I'm going to beat you."—"I'm going to beat you." He repeats this many times. He continues to talk as he eats, and does not win.

Definition and Description of the Pattern of Unkindness

Some behavior included under the pattern of unkindness which was defined as annoyance of other persons, either slight, as in teasing, or grave, as in cruelness, appeared to be motivated by a want for "being with and acting with others."

Mary Jane

Goes to a teacher and pulls her dress.
Falls on one of the children who is on the grass, and laughs.

One of the teachers wipes Mary Jane's nose for her. Mary Jane touches the teacher's shoes. She grabs her shoes. She smiles as she unties her shoes.

Mary Jane has been watching the children at play. She hits Dorothy on the head with a cup. She stops. Patting Dorothy on the head when a teacher says "No," she says, "Nice Wee."

James

Teases Barbara (his sister), sticking her with a pencil.

Pushes tray that John takes.

Hangs on to a tray that Roscoe tries to take from the serving table.

Chester

Puts a toy turtle on Roscoe's head.

Puts his feet on Tommy at rest time.

Jack

(At dinner.) Sticks fork out toward Kenneth.—Puts his finger near him.—Sticks fork at him. Touches Kenneth.

Patsy

Spanks one of the children and laughs.

At table, she shakes fist at Chester.

Tommy

Climbing in a tree, Tommy says to a teacher, "I'l bet you can't reach me." The teacher tries. Tommy laughs.

Tickles Mary's leg with a straw.

The children are climbing into a cherry tree from a wagon. Tommy pulls the wagon away from the tree. "How are you going to get down? I took the wagon away from the cherry tree."

Feints blows at Mary and looks at her with expression of pseudo-anger.

Sticks tongue out at John.

Touches his hair. Shakes fist at him.

Description and Definition of the Pattern of Disrespect for the Property Rights of Other Persons

The taking of other persons' property, the pattern of disrespect for the property rights of others, sometimes seemed to satisfy a want for being and acting with others. As the children in teasing and pseudo-rivalry wanted others to play with them, to react to them, so some of their taking of others' possessions was apparently satisfying the want for coöperation.

Mary Jane

Grabs at May's coat. "Ma, mine." May won't let her have it. Mary Jane sees Elizabeth near. Goes and grabs Elizabeth's dress. "Ma' Ja'. No, my dress. No, my kiddy kar."

Takes a car from James. Says, "Mine," as she gets it. Chews

the car and watches James.—Runs and watches him after she again takes the car from him. "My, my, my."

Takes doll from Dorothy. Goes to a corner and watches Dorothy.

Takes Mary's beads. "Mine." Watches the teacher. Takes more of Mary's beads. "Mine." Gives the beads back to Mary. Says, "Ma, ma, ma," as she takes the beads again, and then gives them to Elizabeth.

"Cha" (chair). "Ma' hab dis." Goes and grabs a chair. "My, my, my cha" (chair). Takes a chair from Jim, and then leaves it.

(This pattern of behavior was characteristic of Mary Jane. Her parents said that she "wanted to be the cause of something.")

Tommy

Grabs John's toy. They make a game of it. John takes toy. Tommy grabs the toy.

Definition and Description of the Patterns of Obedience and Disobedience

Obedience, submission to the commands of other persons, and disobedience, refusing to respect the commands of other persons, were studied separately from the other behavior of the seven children. Although all obedience and disobedience involved social relationships, it was evident that in many cases, the want for self-conformance in obedience, and the want for self-determination in disobedience, were not the principal motivations. The children may have obeyed because they had learned the habit or rule of obedience to others; or because they had been commanded to do that to which they, motivated by other wants, were agreeable or indifferent, or to not do that to which they were indifferent or which was disagreeable. Similarly, they may have disobeyed, not because the commands given by other persons were distasteful, but rather because they wished to oppose the purposes of others; or because the required behavior conflicted with the satisfaction, or gave opportunity for the satisfaction of other wants.

Since it was not often possible to tell how much the want for self-conformance influenced obedience, and the wants for self-determination disobedience, obedient and disobedient behavior was tabulated as if the children had been motivated only by the wants which it seemed would have been satisfied or the satisfaction of which would have been thwarted, had the commands been obeyed. Obediences and disobediences following commands requiring behavior which presumably satisfied certain wants were tabulated as positive in relation to the wants, and which seemed to prevent

the satisfaction of certain wants, were tabulated as negative in relation to the wants. The disobedient behavior tabulated as negative for a want merely indicated that the behavior assumed to satisfy it was not carried out when it was commanded. The observational records were not complete enough to indicate what wants were satisfied in the behavior preferred by the children. The writer believes that if the observational records were complete, it would be found that the disobedient behavior tabulated as negative was satisfying one or more of the fifteen social and non-social wants. Since the data on obedience and disobedience were not complete, the results of the tabulations have been omitted from this discussion.

Some commands of adults gave the children opportunities for satisfying the want for acting with or playing with others through disobedience. The two younger children seemed to enjoy the give and take in activity that arose from their disobedience. The writer's memory of their behavior reveals a larger number of occurrences of this type of disobedience than are recorded in the table. However, the observational notes are not sufficiently complete to justify the inclusion of a larger number of items of disobedient behavior under the want for coöperation.

Mary Jane

The children are standing at the doorway, waiting to be told to go into the dining room. The teacher tells them to go in. Mary Jane runs to a bench and climbs on it. The teacher calls her. Mary Jane remains on the bench. One of the children goes to her and takes her hand. Mary Jane goes willingly to the dining room with the child.

James

At dinner, James is asked to drink his milk. He refuses. He is asked again. He refuses. He is asked again. He refuses. He is asked to not drink his milk. He drinks it.

Definition and Description of the Pattern of Independence

The children's direction of their own activities, classified as independence, sometimes seemed to be satisfying the want for cooperation, for acting with other persons, rather than the want for self-conformance or the want for self-superiority.

Mary Jane

One of the children starts to feed Mary Jane. Mary Jane yells. She says, "No, no."

Elizabeth

Refuses help at dinner. One of the teachers goes to her to help her, but Elizabeth eats alone. The teacher offers her a bite of food. She refuses to take it.

Definition and Description of the Pattern of Leading

Some of the behavior tabulated as leading, the directing of other persons' activities, was apparently motivated by a want for playing with others. When the children wanted to have others with them in their activities, they sometimes directed them.

Mary Jane

Mary Jane asks the writer to spin a top. "P— (spin) top." Laughs. Laughs. Puts the top into the writer's hand many times. "P— top."—Goes to the writer and says, "P— top. P— top." Laughs.

May lies in the wagon as Mary Jane pulls her. Mary Jane makes her sit up.

James

Takes a teacher's hand and leads her a few steps in one direction, and then back. Leads her around and points. Leads the teacher to a man whom he knows.—Takes man's hand.

Chester

To the writer: "Let's take a walk." "Come on, May, and you." (The writer)

To Roscoe: "Play ball, Roscoe. Play ball, Roscoe."

John

To Chester: "You pull me up there" (in wagon). Chester does.

To one of the children during sleep period, "You try to do that," as he makes a noise with his lips.

Patsy

Directs Chester to get blocks on a box when she gets some.—Runs a cart around with May. Directs Chester and May. She calls Mary, "Mama."

"Now, you sit down." She repeats this to Mary as they play "barber-shop."

"Now, I want you all. No, let's drink our tea awfully nice and don't spill it." "Don't spill it." "I'll go and get some more coffee."

Tommy

Tells John to get a box. John does. They put blocks into a cart.

Tommy and John play with a wagon. "No, sit down." John does. "Get up." Repeats.

Hauls John and a box in a wagon.

Definition and Description of the Pattern of Dependence

The pattern of dependence, the children's depending on other

persons for direction of activities and for care, included some behavior which seemed to reveal a desire to be with and act with others. However, some of the dependent behavior may well have been satisfying the want for self-conformance, for following group and personal rules. Since it was not possible for the writer to tell how closely the children's dependent behavior was related to rules for depending on others in which the teachers had sought to instruct the children, all dependent behavior was assumed to be indicative of a want for coöperation. There is little doubt that even the dependent behavior which may have arisen from the want for self-conformance satisfied also the want for coöperation. The following are items of dependent behavior.

Mary Jane
- A teacher helps Mary Jane to eat.
- A teacher helps her to drink.
- A teacher helps her to hold her glass of milk.
- Goes to the writer to have her clothes fastened.
- A teacher feeds her, and then stops. Mary Jane says, "Hop (help) me." She repeats this.

James
- Drinks when a teacher helps him.—Is helped to eat sandwich.—Looks up at the teacher, wanting his handkerchief put into his pocket. The teacher helps him.

Chester
- A teacher fastens his coat.
- Wants Day to help him with drinking his milk.

Elizabeth
- A teacher helps her a little at dinner.
- A teacher gets crayons and paper for Elizabeth.
- A teacher asks Elizabeth if she shall help her with her dinner. Elizabeth nods. The teacher helps her a little. The teacher helps her again.
- A teacher dresses Elizabeth after nap.

Jack
- Lets a teacher help button his clothes.
- Goes to a teacher to have his shoe tied.
- A teacher helps him to straighten out his pajamas. She helps him to put his arm into his sleeve and fastens the pajamas.

Patsy
- Wants Jack to help her down the steps.

Tommy
- A teacher helps him wipe his nose.

Definition and Description of the Pattern of Imitation

The pattern of imitation was defined as the children's doing

what they saw other persons doing. Imitation seemed to be fulfilling the want for being with and acting with other persons.

Mary Jane

Lynn and Mary Jane are sitting on a seat below which are cupboards. Lynn kicks the cupboards. Mary Jane kicks the cupboards.

Dorothy goes down the incline, sliding on her back. Mary Jane goes down the incline on her back.

Mrs. B.—has said "Daddy." Mary Jane says "Daddy."

James

Kicks after some other children do.

Marching, holds his hands above his head after the other children hold up their hands.—Holds hands behind him after the other children do.

Chester

Turns with his back to John and starts to roll ball from between his spread feet, to John, saying, "Here, John. Here, John," as Tommy has just done.

Reaches up high as some other children have been doing. Says, "High, up high."

Tommy, John, and Kenneth pound balls. Chester pounds a ball.

John gets a piece of a puzzle and hits Kenneth with it. Chester gets another piece of the puzzle, and going to Kenneth, hits him.

Climbs on top of the aquarium after Junior does.

Jack

John asks, "What's the music playing?" Jack asks, "What's the music playing?"

Patsy

Barbara puts a chair near the wall and lies across it. Patsy does.

The children are marching, are falling down. Patsy stops marching and falls. Barbara walks peculiarly; Patsy walks in the same manner.

Tommy

Jack makes noises in a "house" (a big box). Tommy goes into the "house" and makes noises.

Kenneth tries to sit on a ball. Tommy sits on a ball.—John pounds a ball. Tommy pounds a ball.

Definition and Description of the Pattern of Kindness

Kindness, the doing of good deeds for other persons, seemed to give the children opportunity for being and acting with others. The feeling of unity with others which appeared to characterize behavior satisfying the consociative wants reached its heights in the patterns of kindness, sympathy, and affection. The following items of behavior were included under the pattern of kindness:

Mary Jane

Goes to get May when May's mother comes to take her home. Helps May pull the pegs out of the peg board that May has been using. Gives the pegs to May.

Goes and gets a doll when one of the teachers talks to Elizabeth about it. Brings the doll to the teacher. Gives the doll to Elizabeth, who does not take it. Gets another doll and gives it to Elizabeth.

Chester

Takes a spoon to the writer and gives it to her.

Gets a cup and offers it to Mary Jane.

Goes to a child and offering him something, says, "I'll give you some."

At dinner, "Shall I get your tray now?"—"Do you want me to get your tray?"

Helps pick up the beads that Lynn spills.

Jack

May wants some dishes. Jack says, "Will you put them back, May?" Jack gives her some dishes.

Betty is looking for a shell that she had dropped. Jack finds it for her.

At dinner, "I'm going to eat one more glass of milk. Then I'll come back and get yours."

Helps Betty with a puzzle. "I'll fix it for you." He does.

Shows Mary Jane where to put some beads.

Patsy

Tries to help Mary Jane out through gate.

Looks for Barbara's jumping rope.

Picks up books for one of the teachers.

Mary has brought a flag to school. Patsy says, "Shall I pin it on you?"

Goes to the gate to open it for Edward. Pouts when Junior, Edward's brother, insists on opening the gate.

To May, at gate: "I'll open the gate for you. You know how. Just push it this way."

Takes Barbara's hand and helps her to slide. Helps May and Barbara.

Tommy

Tries to give Raggedy Ann to Patsy.

Gives a kiddy kar to Chester.

Gets a teacher's plate for her, at dinner.

Says, "Can I help?" when a teacher is passing the orange juice.

"I'll go get it for you, James, shall I?" (James' car has rolled away from him.) Tommy does.

Elizabeth wants to be taken out of a window box. Tommy lifts her out.

Definition and Description of the Pattern of Sympathy

Sympathy, a fellow-feeling with other persons, was closely related to kindness, and yet different from it, in that in showing sympathy the children seemed to recognize unusually trying situations in which the other children were involved, and to be especially kind to those children. The following behavior was classified as sympathy:

Mary Jane

Betty hits Mary. Mary Jane, near, doubles up her fist.

Dorothy cries. Mary Jane talks to her.

Jack

May, who does not like to march, is made to march around the room. Jack goes to her and touches her gently.

Patsy

Dorothy becomes frightened at the top of the slide and cries. Patsy goes to her and tells her to go on down the slide.

Barbara takes May's doll. Patsy puts her arms around May.

Dorothy cries for her mother. Patsy goes to Dorothy and pets her.

Tommy

Lynn cries. Tommy goes to him and takes his hand.

Definition and Description of the Pattern of Politeness

The pattern of politeness, or courtesy, included behavior which may have been satisfying the want for coöperation or the want for self-conformance. Since it was impossible to discover how much the children had been taught the rules of courtesy, as such, all polite behavior was deemed to be satisfying the want for cooperation.

Chester

On arriving in the morning, Chester says to one of the teachers, "Hello, Miss H—." He shakes hands with her.

On leaving in the evening, Chester says, "Good-bye" to each of five people.

Jack

Says "Hello" to the writer when he arrives in the morning.—He says "Good-bye" when he leaves in the afternoon.

Definition and Description of the Pattern of Affection

The pattern of affection, defined as love, or fondness, included patting, touching, hugging, and kissing other persons. During the last year, a remark of a three-year-old preschool girl indicated that in some cases, at least, patting is a means of expressing fondness. The writer was sitting on a low chair in the preschool playroom.

The little girl, standing near the writer, patted the waves in the writer's hair. She laughed, appearing to be rather embarrassed, and said, "I pat these because I like them."

Mary Jane
- Hugs Tommy.—Goes to Tommy and pets him.—He hugs her. She hugs him.
- Allows Margaret to hug her. Makes Margaret stand up and hugs her.—Hugs Tommy. Says "No" when May bothers her and then hugs May. Smoothes May's dress.
- Hugs one of the teachers.—Goes to the teacher and hugs her. Chester hugs Mary Jane. Mary Jane hugs the teacher again. Sits on the teacher's lap and hugs her.
- Hugs Suzanne who falls down.

James
- Runs to his aunt and hugs her. His aunt puts him on her lap. He hugs her.

Chester
- Hugs Lynn. Goes to Lynn. Talks to him and pets him.
- Hugs Mary Jane. Runs after her; kisses and hugs her. Grabs her.

Elizabeth
- Hugs her mother's skirts.
- Hugs her mother.
- Goes capering to her mother and hugs her.

Jack
- Pats the dress of a teacher who sits near him during sleep period.
- Jack's father, on coming to observe the dinner hour, hugs and kisses Jack.
- Touches May as she goes by his bed.

Patsy
- "Here's little Dorothy." Goes and tries to hug Dorothy.
- Goes to Elizabeth and pats her.
- Jack hugs her.

Tommy
- During rest period, Tommy touches Jack's hand. He crawls close to Jack.
- Goes to Jack and puts his arm around him.
- Hugs Mary Jane when she hugs him.
- Wiggles when Mary Jane hugs him, and then puts his arm around her.
- Hugs and kisses Mary Jane.

Definition and Description of the Pattern of Jealousy

Jealousy, a pattern of behavior defined as resistance to deprivation of love, appeared in only two children. The writer was not certain that the behavior was a result of deprivation of a possession, of a place, or of affection. Perhaps in young children the pos-

session of a customary place near a loved person is synonymous with the possession of the person's affection.

Mary Jane

Mary Jane's mother is looking at a book with a group of the younger children. Dorothy stands near the book. Mary Jane says, "No, my." Her mother talks to her, and Mary Jane pulls Dorothy closer to the book.

Mary Jane is sitting by Kenneth's mother on a seat. Dorothy tries to sit by her. Mary Jane pushes her and hits her.

Chester

Chester's mother talks to Dorothy. Chester hits Dorothy and says, "I don't like her."

Consociative Social Want for Self-Conformance

Behavior falling under the patterns of respect for the property rights of other persons, submission to commands, dependence, non-protection of self, non-protection of property, protection of self and protection of property, seemed to satisfy a want for self-conformance, for following group and personal rules and the commands of other persons. That children conform to rules that have been set up for them is shown in the following incident:

Bob, Henry, and Billy (in Preschool Group I, Iowa Child Welfare Research Station) were playing at the workbench. Bob started toward the shelf nearby to get himself some nails.

Henry said: "Here are some nails," as he pointed to nails lying in front of Billy's place. Bob replied: "That ain't nice to take 'em away from somebody. I'm not going to do that."

Behavior of this type was similar to the behavior which seemed to satisfy a want for coöperation in that the children appeared to enjoy a feeling of unity with the group.

Definition and Description of the Pattern of Respect for the Property Rights of Other Persons

The pattern of respect for the property rights of other persons, defined as respect for other persons' rights to their possessions, included items of behavior similar to the following:

Mary Jane

Wants toys. She asks for them.

Chester

Asks Patsy for toy dishes. She will not give them to him. He walks on.

Jack

To some of the children: "I want that shovel."

Patsy

Asks Mary to let her wear her flag. Mary lets her.—Patsy returns it.—She again asks to wear the flag.

Jack

Wants the chair Elizabeth has. He says, "Don't you want the duck rocker?"

Definition of the Pattern of Obedience

As has been indicated, obedience, the submission of the children to the commands of other persons, to some extent seemed to arise from the want to conform to the purposes of other persons.

Definition of the Pattern of Independence as Manifesting the Want for Self-Conformance

The children's direction of their own activities, classified as independent, appeared to be following the rule of the preschool group which required that each child take care of himself in so far as he was able. Items of independent behavior have been included in the description of behavior which seemed to be satisfying the want for coöperation.

Definition of the Pattern of Dependence as Manifesting the Want for Self-Conformance

The pattern of dependence, the children's depending on other persons for direction of activities and for care, as was noted before, included behavior which may have been motivated by a want for conforming to group and personal rules.

Definition and Description of the Patterns of Non-Protection of Self and of Non-Protection of Property

Non-protection of the self was defined as submission to other persons' attacks on the self, while non-protection of property was defined as the relinquishing of possessions at the demands of other persons. Several considerations were involved in the decision that the behavior classified under the patterns of non-protection of the self and of property was satisfying a want for self-conformance. The children in the preschool group were taught to "talk" to persons who attacked them or who took their possessions, rather than to hurt them. It may have been that in the application of this rule, the children made no resistance rather than a verbal resistance to attack. On the other hand, it is possible that some of the children had been subject to experience which had taught them

that non-resistance was valuable; or they had never been attacked and knew no method of protecting themselves.

The following is a case in point for the latter possibility: A three-year-old boy, Fred, whom the writer observed in his home and in a preschool, had always been treated with kindness by his parents. A neighbor boy attacked him at several different times in his play. Fred did not protect himself. Fred's mother told Fred that when the neighbor boy hurt him he should "make a big noise and give him a little punch." The mother explained to Fred that he was to use this protection only in dealing with the neighbor boy, and not with the neighbor boy's sister and the children in his preschool group.

Whatever may have been the history of the behavior, it seemed most nearly correct to assume that, in the seven children, the want for self-conformance was satisfied by the behavior included in the patterns of non-protection of self and possessions. At times, the children's relinquishing of their possessions to other persons was probably the result of a lack of interest in the possessions rather than a desire to comply with the other person's demands.

The following items of behavior are typical of the pattern of non-protection of the self:

Mary Jane
- Sits in a chair behind a door and lets Lynn bump her.
- May pushes Mary Jane. Mary Jane does nothing.
- Is hit by a ball thrown by another child. Does not even look to see who threw the ball.
- Cringes when Dorothy pounds her on the head.

James
- Lynn hits James. James does nothing.
- May runs cart into him. James does nothing.
- Does not resist when Dorothy pulls his hair.
- Does nothing when Suzanne pulls his hair and scratches him.

Chester
- Does nothing when Mary bumps him.

Elizabeth
- Scarcely moves when a boy throws a ball that grazes her shoulder.

Jack
- Watches May when she falls on him.
- Smiles when May bumps into him.

Patsy
- Does nothing when Elizabeth grabs her.
- Laughs when Barbara bumps into her.

Tommy
Looks when Chester hits him with a block.

The pattern of non-protection of property included behavior similar to the following:

Mary Jane
May takes her doll and puts it away. Mary Jane merely watches.
James
May gets his car. James does nothing.
Barbara takes his kiddy kar. James does nothing.
Chester
Lets John take his ball.
Lets Mary Jane take his hobbyhorse from him.
Elizabeth
Lynn takes her paper. Elizabeth does nothing.
Roscoe takes her broom. Elizabeth goes away.
Mary Jane takes pegs out of her peg board. Elizabeth does nothing.
Tommy
Mary Jane pulls down part of his block house. Tommy merely builds it again.

Definition of the Patterns of Protection of Self and of Property

The protection of self, defined as the defense of the self from the attacks of other persons, and the protection of property rights, when only verbal, were probably at times satisfying the want for self-conformance. However, much of the children's verbal protection was mixed with protection by means of physical force. Since in applying the preschool rule for self and property protection, the children opposed the purposes of their immediate social environment, the attacking children, the protecting of self and property was classified as having its more fundamental motivation in the want for self-determination. Patterns of protective behavior will be recorded in a subsequent part of this discussion.

Consociative Social Want for Others-Conformance

The patterns of criticism, the evaluation of others' activities or the results of their activities, and participation, the enforcement of group and personal rules and the purposes of other persons, included the behavior of the children which seemed to be motivated by a want for others-conformance. Only three children showed the patterns of criticism and participation. The feeling of unity with the group, characteristic of the consociative wants, was revealed in their wanting others to conform, to be with them and the rest of the group in behaving in the "right" (usual) manner.

Description of the Pattern of Criticism

The following samples of behavior were classified as criticism:

Chester

Some one who is talking about Mary Jane is referring to another child. Chester says, "That isn't Mary Jane. She's over here."

Patsy

"Now we'll make another kind of a picture."—"That's the way to make a real picture."—To another child: "No, that ain't right. Where's the feet?"

Tommy

John is drawing. Tommy looks at his drawing and says, "That isn't a very good train."

One of the children says that the preschool canary is a red-headed woodpecker. Tommy says, "It is not. We call him Dicky Bird. Ain't it—isn't it, John?"

Description of the Pattern of Participation

The pattern of participation included behavior similar to the following:

Chester

At nap-time, Chester says to a child standing up in bed: "Lay down. Yes!"

Has May take her feet off of a teacher's chair.

Pushes Mary Jane when she goes near Roscoe. (She has just knocked Roscoe's blocks over.) Spanks her lightly.

John takes James' toys. Chester pounds John.

Patsy

Junior tries to take a hobbyhorse from May. Patsy says, "You can't take that horsie."

Tells Jack not to put his feet in a box. Tells him again.

Dorothy has had a doll dress. Barbara takes it. Patsy says, "My little sister had it first." She takes it from Barbara.—"Let her alone," as Mary makes Dorothy cry.

"No, you get a turn," to Mary. "Just two turns for her."

Tommy

The children are moving the doll bed. Tommy insists that they leave the doll bed in the corner. He says, "Miss — says we can't move it."

John is building. Tommy is watching him. "That isn't the way. I'll show you how."

Dissociative Social Want for Self-Determination

The dissociative want for self-determination was defined as a want for maintaining own activities in opposition to the purposes of other persons. Some of the behavior included in the patterns

of disrespect for the property rights of other persons, disobedience, protection of self, protection of property, and unkindness seemed to be motivated by the want for self-determination. The writer felt, however, that if she had been able to record more completely the behavior which she saw, and had been able to observe all the behavior of each child, the unkind behavior classified under the wants for self-determination would have been found to have been motivated by other wants. For those instances of unkind behavior, about which the total situation was known, appeared to arise only as a means of satisfying the want for coöperation or as a result of the thwarting of the satisfaction of some want.

Description of the Pattern of Disrespect for the Property Rights of Other Persons

The pattern of disrespect for the property rights of other persons was composed of items of behavior similar to the following:

Mary Jane
- Takes James' car. He takes it back and runs. Mary Jane says, "Ma, ma (my)," and runs after him. She takes the car. Cries when a teacher makes her give it back.

James
- Tries to get a kiddy kar from Chester. Pulls Chester's hair and hits May. (This seemed to be an example of unkindness which is the result of thwarting.)
- Takes John's blocks. John takes them.

Chester
- Takes a ball from Roscoe.
- Tries to take May's blocks. Slaps May when she resists. (Here again, unkindness appears to be the result of thwarting.)
- Gets John's teapot. Hangs on. Kicks John when John takes it. "Give me one." Grabs it. John lets him keep it.

Jack
- Goes to May and takes papers she has. She lets him take them and then tries to grab them. He keeps them.

Patsy
- Takes a stick from Roscoe.
- Takes a cup from one of the children.

Tommy
- Takes a block from Roscoe.
- Interferes with Chester's kiddy kar.
- Hits Chester when Chester hits him. (Thwarting)

Description of the Pattern of Protection of the Self

It has already been indicated that disobedience, disrespect for other persons' commands, is sometimes motivated by the disso-

ciative want for self-determination. Protection of the self and protection of own property have already been defined. Behavior included under the pattern of protection of the self was similar to the following items:

Mary Jane

Says, "No, no," when Suzanne grabs her. Looks at Suzanne and says, "No, no."

Says, "Say, say!" when Chester hits her. Hits back. Cries when he pushes her.

James

May bumps into him. James says, "No, no, no!"

Jabbers when May gets his block. Grabs her hair and shoes. May gives him his block.

Chester

Mary Jane hits him. Chester hits back. They continue to hit each other. He moves.—Spanks James' feet as James kicks him. Moves.

Slaps Mary Jane when she bothers him.

Elizabeth

Mary pushes her chair up to a table. Gets right up.

Junior bumps a tricycle into her. Elizabeth moves out of his way.

Patsy

John hits her. Patsy hits John.

Tommy

Barbara grabs his suit. "Leave go my suit." "Say, don't!" "Cut that out. You'll tear that—my suit." Looks "angry" at her. "I'll tell my mother on you."

Description of the Pattern of Protection of Own Property Rights

The behavior pattern of protection of own property rights included patterns similar to the following:

Mary Jane

Suzanne grabs Mary Jane's kiddy kar. Mary Jane cries and pushes Suzanne away, saying, "No, get away." "Ah (I) hab it."

Margaret tries to pick up a doll near Mary Jane. Mary Jane says, "No, no, no!" She pats Margery's hair and says, "No, no, Baby" seven times. (It seems possible that this type of protective behavior is at least partly motivated by the want for self-conformance.)

James

When Jack takes his car, James fusses, "Oh, oh, oh!" Takes it away from Jack.

May tries to take his cart. Tries to take her hands off.—May goes after it again. James hangs on to it.

Chester

Jack knocks his house over. Chester hits him.

Mary Jane goes to get Chester's car. He runs and hides it in his basket.

Mary wants beads that are fastened to his kiddy kar. Chester strikes Mary when she goes near him. A teacher calls him. He says, "I got it first."

Elizabeth

Mary tries to take Elizabeth's kiddy kar. Elizabeth takes Mary's hand off, and points to an unused kiddy kar. Mary gets it.

Hangs on to kiddy kar when Roscoe tries to take it.

Jack

May wants a box of dishes. Jack says, "I had it first."

Patsy

John takes her chair. Patsy scraps with him over it.

Mary runs into Patsy's pen. Patsy pounds her, saying, "I'll kick you for that. Bobby's a nice boy." (He doesn't break into her block pen.)

Tommy

Mary takes some dishes that Tommy is using. He takes them from her. To Kenneth: "Get off my chair." Kenneth does. Tommy hangs on to a teapot that John tries to take.

Dissociative Social Want for Self-Superiority

In addition to the behavior apparently motivated by a want for self-determination, other behavior, seemingly motivated by a want for self-superiority, was characterized by an attitude of separation of the self from the purposes of other persons and included behavior within the patterns of rivalry, leading, and independence.

Definition and Description of the Pattern of Rivalry

Rivalry, defined as striving to equal or excel other persons, was seen in the following behavior:

Elizabeth

At dinner, Elizabeth is encouraged to eat fast and beat Mary Jane. She does.

Jack

At dinner, Jack watches John and says to Patsy, "I beat you." He shows his empty plate to Patsy. "We are going to beat him, aren't we?"

Patsy

In the skipping line, Patsy does not want Tommy to be ahead of her.

At rest, Patsy says, "Yours is crooked. Mine aint." (Bed)

"I got the biggest bed."—"Ours is the biggest. Ours is the biggest. Ours is the biggest."

To Mary: "Your mama isn't good, like mine."

To Jack, at dinner: "Oh, I beat you." To one of the teachers, "I beat Jack."

Tommy

"We can sing louder than that, can't we?"

"I'm going to make more than you."

Description of the Pattern of Leading

Leading, the directing of other persons' activities, twice in Patsy's behavior, seemed to be motivated by the want for self-superiority rather than the want for coöperation:

Patsy

In playing school with the other children, says, "I'm the teacher. I told him to, anyhow. I'm the teacher."

"I'm the teacher and I have to watch." (The teachers sometimes watched and directed children who were going down to slide)

Description of the Pattern of Independence

The pattern of independence, already defined as the directing of own activities, included some behavior which seemed to satisfy the want for self-superiority rather than the want for coöperation, or the want for self-conformance:

Chester

"I can get 'nother myself," as a teacher started to get a kiddy kar for him.

Patsy

Margaret starts to use a saw. Patsy says to the writer, "Maybe she doesn't know how to do it." The writer helps Margaret. Patsy says, "I can do it. You don't need to help me."

CHAPTER V

QUANTITATIVE ANALYSIS OF THE SEVEN CHILDREN'S BEHAVIOR AS RELATED TO THE FIFTEEN SOCIAL AND NON-SOCIAL WANTS

The Reliability of the Observer

An attempt was made to determine how well other persons might agree with the observations of the writer in the naming of wants that the seven children were trying to satisfy by their behavior. Nineteen typed pages of selected observations on social behavior were studied and the wants that appeared in the behavior were tabulated by six members of a graduate laboratory course in experimental child psychology. Social behavior was chosen as the material for treatment by the students since the observer had found social behavior more difficult to analyze than non-social behavior.

No quantitative measure of the agreement between the observer's and the students' treatment of the wants was possible for there was considerable variation in the length of the items of behavior included under one pattern. In general, however, the students agreed with the observer on the naming of the patterns of behavior, and differed in calling the wants satisfied by the behavior items by the names of the patterns under which they were classified. For example, the students called the want lying back of rivaling behavior, "a want for rivalry" and the want lying back of sociable behavior, "a want for sociability." It should be said that the observer began her classification of the wants with a similar viewpoint. Gradually, through continued study of the data, she came to believe that the social behavior of the seven children was motivated, not by wants for sociability, unsociability, seeking attention, mutual playing, rivalry, kindness, unkindness, respect for the property rights of other persons, disrespect for the property rights of other persons, obedience, disobedience, dependence, independence, imitation, leadership, sympathy, politeness, affection, jealousy, protection of self, protection of property, non-protection of self, non-protection of property, criticism, and participation,

but by the more fundamental wants: the wants for aloof observation of other persons, coöperation, self-conformance, others-conformance, self-determination, and self-superiority.

It may be that the students' classifications of social wants approach a more nearly accurate description of the motivating forces of the seven children's social behavior than does the classification arising from the present study. The writer does not propose her classification of either the social wants or the non-social wants as final, but rather as hypotheses upon which techniques for controlling young children may be based, and for the validity of which the results of such attempts at controlling young children may be the proof or disproof.

Age Differences in the Numbers of Items Related to the Social and Secondary Non-Social Wants

Since it was necessary that the writer take time from her observing for her lunch hour, sleep and dinner periods were not observed every day, and consequently the observations on the eating, drinking, and sleeping behavior of the children did not include as large samplings of that behavior as did the observations on the rest of the behavior. It is of interest that the children who took the longest time for eating and drinking were among the four youngest, while the two children who did not sleep, were the youngest and the oldest in the group. After a few weeks, the youngest child, Mary Jane, was moved from the sleeping porch when the children took their naps to a small room where she slept alone. No statistical treatment was given to the data on eating, drinking, sleeping, and excreting.

To test whether or not the means of the numbers of items related to the wants differed significantly for the four two-year-old children and the three four-year-old children, Fisher's method (3) for determining the significance of the difference between means

of distributions involving a small number of cases was used. Fisher describes his method as follows:

"If $x_1, x_2, \ldots, x_{n_1+1}$ and $x'_1, x'_2, \ldots, x'_{n_2+1}$ be two samples, the significance of the difference between their means may be tested by calculating the following statistics:

$$\bar{x} = \frac{1}{n_1+1} S(x), \quad \bar{x}' = \frac{1}{n_2+1} S(x'),$$

$$s^2 \left(\frac{1}{n_1+1} + \frac{1}{n_2+1} \right) = \frac{(n_1 + n_2 + 2)}{(n_1+1)(n_2+1)(n_1+n_2)} \left\{ S(x - \bar{x})^2 + S(x' - \bar{x}')^2 \right\}$$

$$t = \frac{\bar{x} - \bar{x}'}{s} \sqrt{\frac{(n_1 + 1)(n_2 + 1)}{n_1 + n_2 + 2}},$$

$$n = n_1 + n_2.$$

"The means are calculated as usual: the standard deviation is estimated by pooling the sums of squares from the two samples and dividing by the total number of the degrees of freedom contributed by them; if σ were the true standard deviation, the variance of the first mean would be $\sigma^2/(n_1+1)$, of the second mean $\sigma^2/(n_2+1)$, and therefore of the difference $\sigma^2 \{ 1/(n_1+1) + 1/(n_2+1) \}$; t is therefore found by dividing $\bar{x} - \bar{x}'$ by its standard error as estimated, and the error of the estimation is allowed for by entering the table (Table for t, page 139) with n equal to the number of degrees of freedom available for estimating s; that is $n = n_1+n_2$. If the value of t is significant, that is, if P (the probability) is between .05 and .01 the samples could not have been drawn from the same population."[5]

In Table 2, when P is between .01 and .05 there is a high probability that the items compared represent different samples; i.e., there is a significant difference between the means. Only the items classed under the wants for vocalization, aloof observation, and self-superiority and the total of the items related to the non-social wants showed significant difference between the means for the two age groups. The means for the younger group in vocalization, aloof observation, and the total of the non-social behavior were significantly higher than those of the older group, while the mean of self-superiority for the older group was significantly higher than that of the younger group.

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[5] Fisher, R. A.: Statistical Methods for Research Workers, 2nd ed., rev. and enl. London: Oliver and Boyd, 1928. Pp. xi, 269. (p. 99-112)

TABLE 2

Standard Errors of Estimate, t, and P for Items Related to the Wants of the Seven Children

Want	Standard Error of Estimate	t	P when n = 5
		Non-Social	
		Secondary	
Movement	285.05	2.37	Between .1 and .05
Taction	24.51	2.23	Between .1 and .05
Vocalization	61.55	2.72	Between .05 and .02
Observation	9.95	3.18	Between .05 and .02
Quiescence	10.67	.82	Between .5 and .4
Total Non-Social	276.60	3.10	Between .05 and .02
		Social	
		Semisociative	
Aloof observation	80.58	3.92	.01
		Consociative	
Coöperation	388.02	1.40	Between .3 and .2
Self-conformance	61.41	.85	
Others-conformance			
Total Consociative	462.79	1.22	Between .3 and .2
		Dissociative	
Self-determination	90.37	2.38	Between .1 and .05
Self-superiority	8.97	2.54	.05
Total Dissociative	92.85	2.07	.1
Total Social	477.24	.12	.9
Total Social and Non-Social	505.3	1.58	Between .2 and .1

INDIVIDUAL DIFFERENCES IN BEHAVIOR AMONG THE SEVEN CHILDREN

The actual number of items for each behavior pattern and for each want has been shown in Table 1. The ranking of the children based on the numbers of items of behavior falling under the wants, are given in Table 3. The rankings are calculated in reverse relation to the size of the numbers of items. Widespread individual differences in behavior are evident. Mary Jane, the youngest child, has the highest rank in items for three non-social wants, for one social want and for social and non-social wants. Patsy, next to the oldest, has the lowest rank in items for three

TABLE 3

Rankings of the Seven Children on the Numbers of Items of Behavior Falling Under the Wants

Want	Child						
	Mary	James	Chester	Elizabeth	Jack	Patsy	Tommy
Non-Social							
Secondary							
Movement	1	3	5	2	6	7	4
Taction	1	3	4	2	5	7	6
Vocalization	2	1	3	4	7	6	5
Observation	2	1	3	4	5	7	6
Quiescence	2.5	7	2.5	6	1	4	5
Total Non-Social	1	2	4	3	6	7	5
Social							
Semisociative							
Aloof observation	3	2	4	1	5	6	7
Consociative							
Coöperation	4	6	3	7	5	1	2
Self-conformance	1	3	2	7	6	5	4
Others-conformance	5.5*	5.5*	3	5.5*	5.5*	2	1
Total Consociative	4	6	3	7	5	1	2
Dissociative							
Self-determination	1	3	2	5.5	7	5.5	4
Self-superiority	4	7*	6	5	3	1	2
Total Dissociative	1	3	2	6	7	5	4
Total Social	3	5	1	7	6	2	4
Total Social and Non-Social	1	4	2	6	7	5	3

* No behavior items were observed.

non-social wants and second place in items for social wants. Elizabeth ranks third in items for non-social wants and seventh in items for social wants.

Table 4 gives the wants of all the children arranged in order of the number of items of behavior falling under them. The ranking was from large to small numbers. The wants for movement, coöperation, and aloof observation filled the first three places in varying orders for all of the children. For the youngest children, Mary Jane and James, and for Elizabeth, the want for movement, and for Chester, Jack, Patsy, and Tommy, the want for coöperation held first places. The want for self-determination, holding fourth

TABLE 4

The Seven Children's Wants Ranked in Order of the Frequencies of Behavior Items Related to the Wants

Want	Child													
	Mary		James		Chester		Elizabeth		Jack		Patsy		Tommy	
	Rank	No. of Items	Rank	No. of Items	Rank	No. of Items	Rank	No. of Items	Rank	No. of Items	Rank	No. of Items	Rank	No. of Items
Movement	1	1,659.0	1	1,316.4	2	964.0	1	1,463.1	3	700.0	3	446.6	2	1,070.0
Taction	7	158.0	8	79.2	7	67.0	7	81.4	7	52.5	10	33.0	8.5	40.0
Vocalization	6	260.0	6	292.8	6	109.0	6	88.0	9	15.0	11	18.7	11	20.0
Observation	8	75.0	7	97.2	8	66.0	8	63.8	6	52.5	9	35.2	7	44.0
Quiescence	9	52.0	9	18.0	9	52.0	9	39.6	5	60.0	7	47.3	8.5	40.0
Aloof observation	3	916.0	2	925.2	3	880.0	2	1,083.5	2	757.5	2	640.1	3	508.0
Coöperation	2	981.0	3	466.4	1	1,385.0	3	183.7	1	764.2	1	1,630.1	1	1,492.0
Self-conformance	5	378.0	5	310.5	5	358.0	4	170.2	4	195.0	4	257.4	4	304.0
Others-conformance	11	0.0	10.5	0.0	10	21.0	11	0.0	11	0.0	6	115.5	6	122.0
Self-determination	4	473.0	4	366.0	4	404.0	5	151.8	8	47.5	5	151.8	5	202.0
Self-superiority	10	2.0	10.5	0.0	11	1.0	10	1.1	10	7.5	8	44.0	10	26.0

place for the three younger children (Mary Jane, James and Chester), dropped to the fifth place for three of the four older children (Elizabeth, Patsy, and Tommy), and for the other older child (Jack), to eighth place, while self-conformance, holding the fifth place for the three younger children rose to the fourth place for the four older children. The five wants which seemed to be most potent in motivating the children's behavior were: for Mary Jane, James, Chester, Elizabeth, Patsy, and Tommy, the wants for coöperation, movement, aloof observation, self-determination, and self-conformance, and for Jack, the wants for coöperation, aloof observation, movement, self-conformance, and quiescence.

In addition to the wants for coöperation, movement, aloof observation, self-determination, and self-conformance, the wants for vocalization and taction motivated Mary Jane's behavior. The wants for quiescence and self-superiority were related to only a few behavior items and the want for others-conformance to none.

James, noticeably differing from Mary Jane in having 466.4 items of coöperative behavior as compared with her 981.0 items, was largely influenced by the wants for movement, aloof observation, coöperation, self-determination, self-conformance, and vocalization. He was only slightly motivated by the wants for observation, taction, and quiescence and not at all by the wants for self-superiority and others-conformance.

Chester, unlike Mary Jane and James, evidenced more behavior classed under the want for coöperation than under the want for movement. The want for vocalization was less potent in his behavior than in James' and Mary Jane's.

For Elizabeth, the rank of wants is like that of Mary Jane's, except for the want for coöperation, which is in the third, instead of the second place, and the wants for self-determination and for self-conformance, which are in an order opposite to that of Mary Jane. However, the numbers of the items of behavior related to the wants, with the exception of the wants for movement and aloof observation, are much smaller than the comparable numbers for Mary Jane. From 1,083.5 items related to the want for aloof observation, in the second place, there is a decrease to 183.7 items related to the want for coöperation, in the third place.

The numbers of Jack's behavior items that are related to the wants for coöperation, aloof observation, and movement are nearly equal. The wants for self-conformance, quiescence, observation,

taction, and self-determination are next in rank. The wants for vocalization and self-superiority only slightly influenced his behavior.

Patsy and Tommy were largely motivated by the want for cooperation, and decidedly less by the want for aloof observation. Patsy's behavior items related to the want for movement were less than half as numerous as Tommy's. The wants for self-conformance, self-determination, and others-conformance, not motivating Mary Jane, James, Elizabeth, Jack, and motivating Chester's behavior only twenty-one times, (tenth in rank), rose to sixth place for Patsy and Tommy with 115.8 and 122.0 items, respectively. Patsy's want for self-superiority ranked higher, at the eighth place, than did that want in the other children. The strength of Tommy's want for movement, with 1,070.0 items, distinguishes him from Patsy, with 640.1 items and Jack, with 757.5.

CHAPTER VI

REPORTS OF FIVE PARENTS ON THE BEHAVIOR OF THEIR CHILDREN

As data that would be supplementary to the observations in the Preschool Home Laboratory, the parents were asked to report on the behavior the seven children evidenced while they were not in the preschool group. A typed copy of the following instructions was given to each pair of parents:

> We are attempting to find out what children in the Home Laboratory really want to do by observing and recording everything they do and everything they ask to do or start to do and are prohibited from doing. We would like to have you list in some manner the things your child seems most desirous of doing while he is not in the Home Laboratory.
>
> No special literary form is required for your report. A plain statement of facts is sufficient. The information may be arranged under the following topics:
>
> 1. What the child does: i.e., his activities; motor, mental, social, speech, etc.
> 2. What he does when he is thwarted.
> 3. His likes and dislikes; his hates and prejudices.
>
> We realize that this is not an easy task. We will greatly appreciate your coöperation in the study of your child.

Although one member of each pair of parents agreed to prepare a report according to the instructions, reports were made by only the mother of Mary Jane, of James, and of Elizabeth, the father of Jack, and the mother and father of Patsy.

Home Behavior of Mary Jane Jackson

Mrs. Jackson reported on Mary Jane's motor, social, and speech behavior and on thwartings, likes, dislikes, hates, and prejudices. Mary Jane's motor behavior included jumping up and down in bed, climbing stairs, climbing in and out of cars and beds, climbing on tables, chairs, and swings, riding kiddy kars, walking on hands and feet, sliding down hill on her stomach and in a sitting position, splashing in a bathtub, marking with pencils and crayons, rocking in chairs, turning somersaults, and dancing.

Her social behavior was characterized by interest in, and fear-

lessness of people, lack of shyness, and forwardness. Interest in new words, close observation of lip movements in learning new words, and precise imitation of words and sentences, were noted by Mrs. Jackson in Mary Jane's speech behavior.

When Mary Jane was thwarted, she cried, said "Go away," "Stop," or "No, no," struck out and refused to move. She liked especially well to ride in motor cars and street cars, look into shop windows and at new books, go to new places, have her bath, play with other children, and have new clothes. She was very fond of certain people. Her two dislikes were for going to bed and coming in from play to eat. Mrs. Jackson reported that Mary Jane had no hates and prejudices so far as she and Mr. Jackson had observed.

A comparison of Mrs. Jackson's report of Mary Jane's home behavior and the results of the observations in the preschool group revealed a similarity between Mary Jane's behavior in the two places. Mrs. Jackson reported a large number of items of behavior which may be classed under the want for movement. Mary Jane ranked first among the children in the preschool group for the number of items falling under the want for movement (Table 3); and the want for movement ranked first among all wants in motivating Mary Jane's behavior (Table 4). Items related to the want for taction were noted by Mrs. Jackson. Mary Jane ranked first among the children for the number of items related to the want for taction, although that want held only the seventh place among the wants influencing her. Mary Jane's interest in observation and in vocalization at home paralleled the behavior that gave her second place among the children for the number of items falling under the wants for observation and vocalization. These two wants had a ranking of only eighth and sixth place, respectively, in her behavior. Friendliness, boldness, and fondness in her home, paralleled behavior items that in the preschool group gave Mary Jane the fourth place in the number of items related to the want for coöperation, gave that want second place in motivating her behavior.

Activity in self-defense seemed similar in the preschool and the home. Mary Jane ranked first among the children for the number of preschool behavior items related to the want for self-defense and that want took fourth place in motivating her behavior.

Home Behavior of James Allen

Mrs. Allen, in reporting on James' home behavior, described his motor, mental, speech, and social activities, his likes and dislikes, and his reactions to thwarting. Some of James' motor activities were: walking, running, playing with kiddy kars, wagons, doll carriages, toy automobiles and trains, and pushing building blocks while he jabbered to himself for an hour or more at a time. Other motor activities were: playing with his sister's dolls, petting them, wheeling them, and putting them to bed; and swinging, riding, dancing, and marching.

James' mental activities were understanding things, listening to and gesturing in nursery rhymes, and listening to music. James' speech behavior was characterized by jabbering and imitation of the sounds of animals. His social behavior was characterized by his playing alone, yet among other children. When thwarted in play, James went after what he wanted, and he usually got it. When he was given a command, he obeyed immediately or fought a long, stubborn battle with the person directing him. James liked to eat almost everything, but desserts could not be placed before him before his main course at dinner had been finished. He had no strong dislikes in relation to food, clothes, and toys. He was afraid of nothing except a dog that jumped on him. Two prejudices were seen in his insisting that he be cared for by his mother rather than by other members of the family, and that he have a pink woolen cover in his arms every time he went to sleep.

In discussing James with the writer, Mrs. Allen said that James had played alone during most of the day for some time prior to his entering the preschool. Because of her ill health, Mrs. Allen had put James upstairs in a room in which he had blocks and a train, and had left him alone. His sister, Barbara, had been away from home much of the time, or had played with neighbor children rather than with James. This lack of opportunity for social contacts may have contributed significantly to James' refusal to talk and to his playing alone in a group of children, rather than with the group.

Mrs. Allen's description of James' home behavior shows fairly high agreement with the results of the observations on his preschool behavior. James' fairly large number of motor activities in the home suggests that he was strongly motivated by the want for movement, which in the preschool group, was his strongest want.

James jabbered much at home. Among the seven children, the number of items of his behavior related to the want for vocalization gave him first place, although that want ranked sixth in the motivation of his behavior. James' playing near but not with other children at home, was paralleled by his behavior in the preschool group, where the want for coöperation took the third place in influencing him. The number of items related to the want for cooperation was 446.4, while the number for Mary Jane was 981.0, and for Chester, 1,385.0.

Home Behavior of Elizabeth Miller

Elizabeth's behavior was reported by Mrs. Miller under the headings of motor, mental, social, and speech activities; reactions to thwarting; and likes, dislikes, and hates.

Elizabeth's motor activities were: running, jumping, hopping, and crawling; playing that she was an animal; riding a kiddy kar and a tricycle; riding, pushing, and pulling a wagon; digging in sand and dirt, and rolling on grass. Her mental activities included creating imaginary playmates and imagining herself to be an adult, listening to stories, reciting nursery rhymes, and listening to music. Slowness in getting acquainted with other children, more confidence in adults, and extreme shyness with strangers characterized her social behavior. Elizabeth's speech was distinct. She talked much when she was with her family, but only rarely with strangers.

When she was thwarted, she cried, kicked, stiffened herself and often "worked for attention." Elizabeth liked being praised, playing, getting ready for bed, taking her cod liver oil alone, bathing, brushing her teeth, playing in water, picnicking, visiting in the park and watching the animals, and going to school. She disliked being shamed or scolded, getting ready for a meal, eating, and washing her hair. Elizabeth especially disliked being frightened.

Mrs. Miller observed and recorded her daughter's behavior from seven o'clock to eight o'clock one school-day morning. Briefly, during the hour, Elizabeth wrote with a pencil; played with paper clips, spilled them, picked them up, put them away; played with a pair of garters; slid on a broom in the stairway, talking to herself of teeter-tottering; insisted on knowing who was making a noise in the apartment below; sat in a rocking chair while she played with a broomstraw, sang, and talked about Tommy Andrews; swept; cried twice when she could not move a chair; went to the

toilet twice; carried a chair from one room to another; played with a cane and a stick; sang; rode on the foot of the bed while it was being moved; and played with a pocket book and its contents.

According to Mrs. Miller's report, a fairly large amount of motor activity characterized Elizabeth's home behavior. The number of items of behavior related to the want for movement in the preschool report, gave Elizabeth second place among the children, while the want took first place among the wants motivating her. Slowness in getting acquainted with other children, as noted outside of the preschool, paralleled Elizabeth's behavior in the school, where she ranked in the seventh place for items related to the want for coöperation and where that want held the third place in influencing her. Only 183.7 items related to the want for coöperation were recorded for Elizabeth, while 1,385.0 items were recorded for Chester, who was only a little younger. On being thwarted in the preschool, Elizabeth usually only cried or refused to obey other persons, while at home she cried, kicked, and stiffened herself. Her less vehement reaction to thwarting in the preschool may have been related to the repression which seemed to characterize the rest of her social behavior in the group. Self-determination held fifth place in the preschool report in the motivation of her behavior.

Home Behavior of Jack Jones

Mr. Jones reported on Jack's motor, mental, social, and speech behavior; his likes, dislikes, hates, and prejudices; and his reactions to thwarting. Jack's motor activities included: walking several blocks every day, riding a tricycle, playing with a wagon, and playing ball. His mental activities were: writing a few words on a twpewriter, counting pennies, listening to stories, drawing on his blackboard, learning and repeating selections; and asking questions continually. Social activities were: playing with a little girl of his own age most of the time; showing fondness for his cousin, a year older than himself; playing "school"; and attending parties. Fluency, a good memory for new words, and lack of clearness in the pronunciation of some words, characterized Jack's speech behavior. When Jack was thwarted, he pouted a little and said, "I don't like you." He forgave and forgot readily.

Jack liked to please people, to ride in a car out in the country, to look at and have flowers, birds, and pets of all kinds; to help

around the house; and to have people read to him (the "funnies" of the Sunday papers, especially). Jack did not like dolls and selfish children. He had no hates or prejudices so far as his parents knew.

The small number of motor activities in Jack's home behavior seemed to parallel his preschool behavior which gave him sixth place for the number of items related to the want for movement. This want took third place in motivating his behavior. Jack's playing with another child, his affection for a cousin, and his helping in the home correspond to behavior that gave him fifth place among the children for items related to the want for coöperation. The want for coöperation held first place among the wants influencing him. Mr. Jones' statement that Jack liked to please people was significant in relation to his preschool behavior in that self-conformance with 195.0 items held fifth place in motivating his behavior while self-determination with 47.5 items, took the eighth place.

Home Behavior of Patsy White

Patsy's behavior was reported by Mr. and Mrs. White under the classification of "Things she likes to do," "Things she does not like to do," "Reactions (bad)," and "Reactions (good)." Patsy liked to sew, color, cut out pictures, be useful in the house, listen to stories, play the Victrola and piano, go to the park, the woods, and Sunday school, have her bath, and show off before company. She did not like to take her nap, drink her milk, eat properly, brush her teeth, dress herself, and pick up playthings. Bad reactions were: crying easily when she was annoyed or hurt, telling her parents when things did not please her, and sometimes being contrary when she was crossed. Good reactions included being sympathetic when someone was hurt; sharing her things with other persons, and being proud of new clothes.

Patsy's home behavior, as well as her preschool behavior, revealed that her social wants were more potent in motivating her than her non-social wants. The behavior items which may be classed as related to the want for movement, apparently few in the home, gave Patsy only seventh place among the children, and held third place in motivating her. In contrast, her want for cooperation was powerful. In the home, it influenced her to be useful, to be sympathetic, to share her things, and to be proud of

new clothing, and in the preschool, holding first place among the wants, brought her first place among the children for the number of items related to it.

The comparisons of the home and preschool behavior of the five children reveal considerable similarity. Although behavior patterns in the homes probably differed to some extent from those that characterized the children in the preschool group, it seems that in both places, the same wants were the motivating forces.

CHAPTER VII

SUMMARY AND CONCLUSIONS

An analysis of samplings of 540 hours and 22 minutes of behavior of the seven children revealed that their behavior brought the children into interaction with two types of environment, a social environment and a non-social environment. The social environment largely consisted of the presence and behavior of other persons and rules of behavior built up in the presence of other persons and involving other persons. All other environment was designated as non-social. The forces which appeared to motivate the children were called social wants or non-social wants, depending on the type of behavior to which they were related.

Among the non-social wants were distinguished two types: primary wants and secondary wants. The primary wants, necessary to the physical existence of the organism, were wants for eating, drinking, sleeping, and excreting. The secondary wants, less essential than the primary wants, yet necessary for the physical and mental development of the organism, were wants for movement, taction, vocalization, observation, and quiescence. Six social wants seemed to motivate the social behavior of the children: wants for aloof observation of other persons, coöperation with other persons, self-conformance, others-conformance, self-determination, and self-superiority. In the social behavior motivated by these wants, the children appeared to be characterized by three attitudes. On the basis of these attitudes, the social wants were classified. The wants for coöperating with other persons, self-conformance, and others-conformance motivating behavior which revealed an attitude of unity with other persons, were called consociative wants; the wants for self-determination and self-superiority motivating behavior which revealed an attitude of both unity with and separation from the purposes of others, were called dissociative wants; and the want for aloof observation of others, motivating behavior which revealed an attitude of being united with others through listening to and watching them and at the same time maintaining separation from their activities, was called a semi-sociative want.

Behavior reports made by five of the seven childrens' parents

suggested that the wants found to be motivating the children at school were also motivating them in the home.

A study of the numbers of items of behavior falling under the various behavior patterns related to the fifteen wants showed that age was related to the behavior motivated by the wants for movement, taction, observation, and vocalization, the four two-year-old children showing significantly larger numbers of items than the three four-year-old children, and to the behavior motivated by the want for self-superiority, the four-year-old children showing significantly greater numbers of items than the two-year-old children. Individual differences in behavior other than that motivated by these wants were very great.

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